

First Grade
Fine Arts, Health, Physical Education, Science, and Social Studies

Standard 1: Students will develop a sense of self.

Objective 1: Describe and practice responsible behaviors for health and safety.

- a. Practice appropriate personal hygiene (e.g., bathe, wash hands, clean clothes).
- b. Describe the benefits of eating a variety of nutritious foods.
- c. Describe the benefits of physical activity.
- d. Describe substances that are helpful and harmful to the body.
- e. Practice basic safety and identify hazards.

Objective 2: Develop and demonstrate skills in gross and fine motor movement.

- a. Participate daily in short periods of physical activity that require exertion (e.g., one to three* minutes of walking, jogging, jump roping).
- b. Perform fundamental locomotor (e.g., skip, gallop, run) and nonlocomotor (twist, stretch, balance) skills with mature form.
- c. Develop manipulative skills (e.g., cut, glue, throw, catch, kick, strike).
- d. Create and perform unique dance movements and sequences that strengthen skills while demonstrating personal and spatial awareness.

Objective 3: Develop and use skills to communicate ideas, information, and feelings.

- a. Recognize and express feelings in a variety of ways (e.g., draw, paint, tell stories, dance, sing).
- b. Express how colors, values, and sizes have been controlled in artworks to create mood, tell stories, or celebrate events.
- c. Sing a melody independently, with developing accuracy and a natural voice that is free from strain.
- d. Create simple rhythm, movement, and melody patterns with body percussion and instruments.

Standard 2: Students will develop a sense of self in relation to families and community.

Objective 1: Describe behaviors that influence relationships with family and friends.

- a. Explain how family members support each other.
- b. Describe tasks at home and school.
- c. Explain how families change over time.
- d. Recognize that choices have consequences that affect self, peers, and family.
- e. Describe behaviors that initiate and maintain friendships.

* Some students may not be able to sustain activity for one minute due to various medical concerns.

Objective 2: Describe important aspects of the community and culture that strengthen relationships.

- a. Practice democratic processes (e.g., follow family and classroom rules, take turns, listen to others, share ideas).
- b. Describe physical features surrounding the home, school, and community.
- c. Identify changes in the school and neighborhood over time.
- d. Identify and use technology in your home, school, and community (e.g., computer, TV, radio).
- e. Show respect for state and national symbols and patriotic traditions; recite the Pledge of Allegiance.

Objective 3: Express relationships in a variety of ways.

- a. Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures.
- b. Develop dramatic storytelling skills through flexibility in movement and voice, accurate sequencing, and listening and responding to others.
- c. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture.

Standard 3: Students will develop an understanding of their environment.

Objective 1: Investigate plants and plant growth.

- a. Observe and draw pictures of plants.
- b. Compare seeds of plants and describe ways they may be carried through the environment (e.g., wind, water, animals).
- c. Observe and describe plants as they grow from seeds.
- d. Identify how people use plants (e.g., food, clothing, paper, shelter).
- e. Investigate and report conditions that affect plant growth.

Objective 2: Investigate water and interactions with water.

- a. Observe and measure characteristics of water as a solid and liquid.
- b. Compare objects that float and sink in water.
- c. Measure and predict the motion of objects in water.
- d. Describe how plants and people need, use, and receive water.

Objective 3: Demonstrate how symbols and models are used to represent features of the environment.

- a. Use map skills to identify features of the neighborhood and community.
- b. Create representations that show size relationships among objects of the home, classroom, school, or playground.
- c. Identify map and globe symbols (e.g., cardinal directions, compass rose, mountains, rivers, lakes).
- d. Locate continents and oceans on a map or globe (i.e., North America, Antarctica, Australia, Pacific Ocean, Atlantic Ocean).